



# DETAILED SCHOOL RESULTS First-Time Eligible Students

## Ontario Secondary School Literacy Test, October 2004

**School: St Josephs Morrow Park HS (815160)**  
**Board: Toronto Catholic District School Board (67059)**

Dear Principal,

I am pleased to provide you with this ready-to-use report summarizing student results for your school. It provides an overview of contextual information and student performance on the literacy test administered in October 2004. It also shows the results for the three previous years.

Student assessment is most effective when local data are interpreted over time to determine trends, inform professional dialogue and plan school improvements. Used with other school data, this new report will help parents, educators and others interested in strong public education to work together to ensure that every student achieves a high level of success.

Sincerely,

Marguerite Jackson  
 Chief Executive Officer

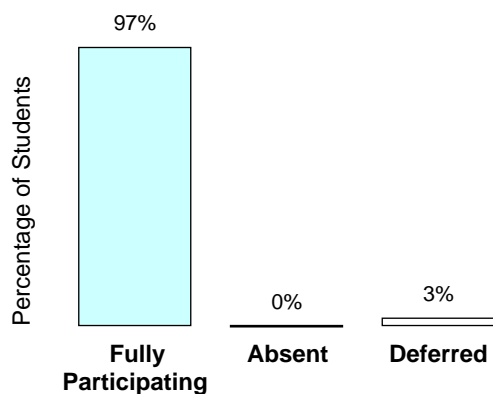
**This report provides you with school and board data and includes:**

- participation and achievement results for October 2004 and for all four administrations of the test
- contextual information
- achievement results by
  - gender
  - ESL/ELD
  - special needs
  - students' level of study for English
- student questionnaire data
- an explanation of terms

Using Data to Promote Student Success

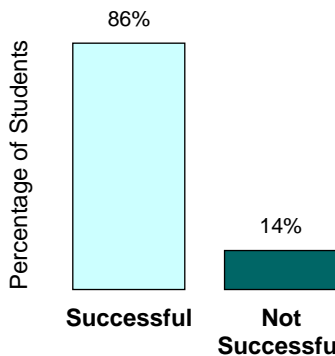
### FIRST-TIME ELIGIBLE STUDENTS

#### Participation



All Eligible Students  
 (# = 183)

#### Achievement for Fully Participating Students



Fully Participating Students  
 (# = 178)

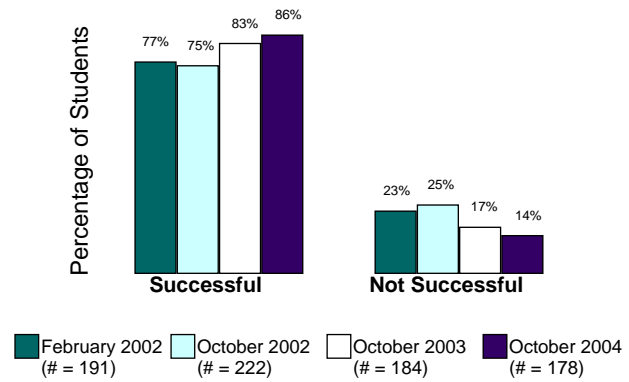
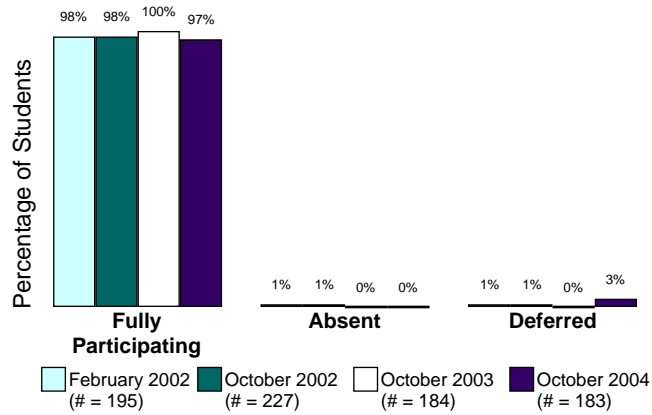
## Comparison of OSSLT Data Over Time

Participation Rates for First-Time Eligible Students<sup>1</sup>

Achievement Results for First-Time Eligible, Fully Participating Students<sup>2</sup>

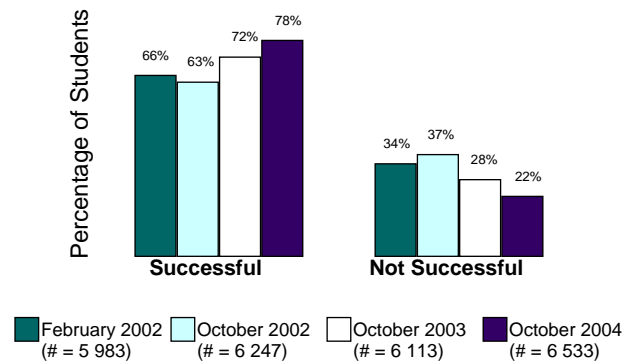
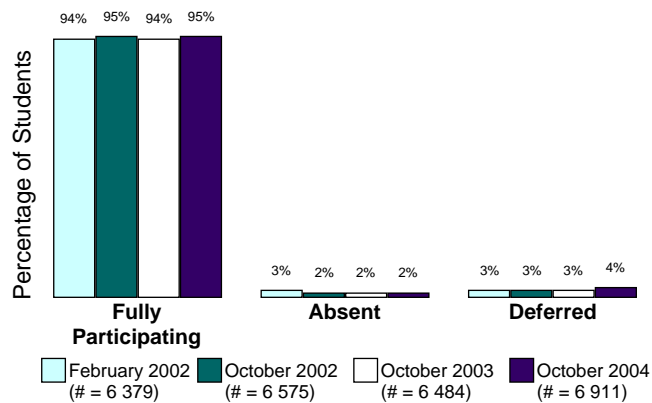
### School Participation

### School Achievement



### Board Participation

### Board Achievement



1. Numbers in parentheses reflect all eligible students.  
 2. Numbers in parentheses reflect fully participating students.

## OSSLT Results for First-Time Eligible Students, October 2004

### Contextual Information

The information below provides a context for interpreting the school’s results in relation to the results for the board and the province. These contextual factors are derived from the **Student Information Form** and from the **Student Questionnaire**. Some data may be missing, because they were not reported by schools or by students.

#### Demographic Information\*

	School		Board	
<b>Enrolment</b>				
Number of first-time eligible students	183		6 911	
<b>Gender</b>				
Female	183	100%	3 565	52%
Male	0	0%	3 310	48%
Gender not specified	0	0%	36	1%
<b>Student Status</b>				
English as a second language (ESL) or English literacy development (ELD) learners	15	8%	383	6%
Identified as students with special needs (excluding gifted)	18	10%	1 075	16%
Identified as students with special needs receiving accommodations (excluding gifted)	17	9%	1 012	15%
<b>Level of Study for English</b>				
Academic	145	79%	4 545	66%
Applied	23	13%	1 712	25%
Locally developed	0	0%	75	1%
English as a second language (ESL) or English literacy development (ELD)	15	8%	330	5%
<b>Language</b>				
First language learned at home was other than English	96	55%	2 643	41%
Speak only or mostly English at home	89	51%	3 648	56%
Speak another language (or languages) as often as English at home	57	32%	1 916	29%
Speak only or mostly another language (or other languages) at home	30	17%	891	14%

#### Participation in the Assessment

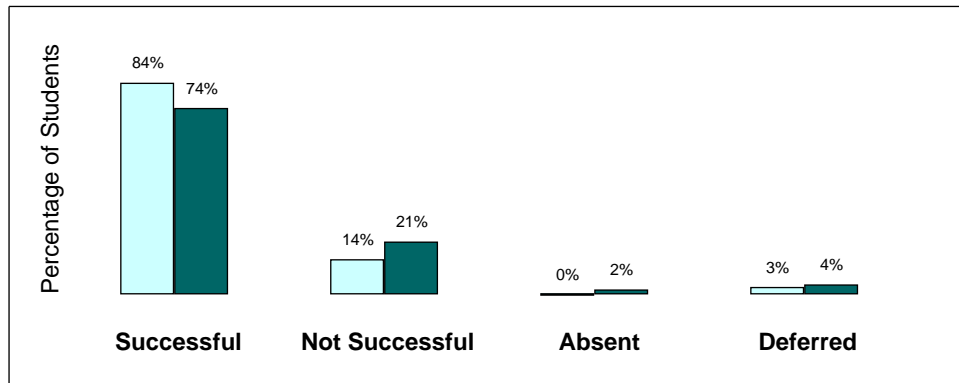
	School		Board	
<b>Number of first-time eligible students</b>	183		6 911	
Of all first-time eligible students, those who participated fully in the assessment	178	97%	6 533	95%
Fully participating students with special needs (excluding gifted) who received one or more accommodations	17	10%	981	15%
Fully participating ESL/ELD learners who received one or more special provisions	11	6%	256	4%
<b>Students who were exempted</b>	2		87	

\*Demographic data pertaining to gender, student status and level of study for English are provided by schools on the **Student Information Form**. Demographic data pertaining to language are gathered from the **Student Questionnaire** completed by students and are based on numbers of students responding to the questionnaire.

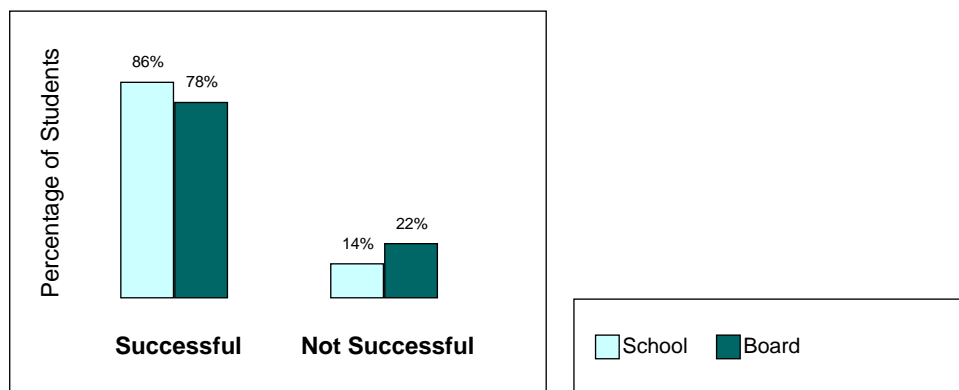
## OSSLT Results for First-Time Eligible Students, October 2004

	First-Time Eligible Students*				
	All		Fully Participating		
	School	Board	School	Board	
	# = 183	# = 6 911	# = 178	# = 6 533	
Successful	153	84%	74%	86%	78%
Not Successful	25	14%	21%	14%	22%
<b>Fully Participating</b>	178	97%	95%		
Absent	0	0%	2%		
Deferred	5	3%	4%		

### Results for All First-Time Eligible Students



### Results for Fully Participating First-Time Eligible Students



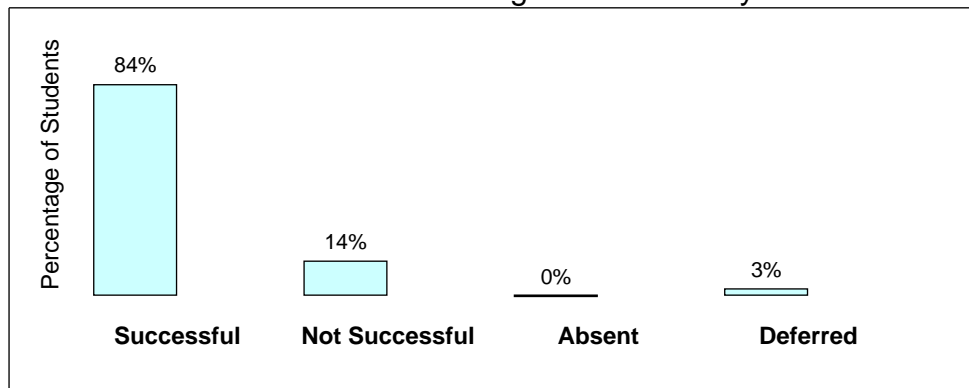
\*Percentages in tables and bar graphs may not add up to 100, due to rounding.

## OSSLT Results for First-Time Eligible Students, October 2004

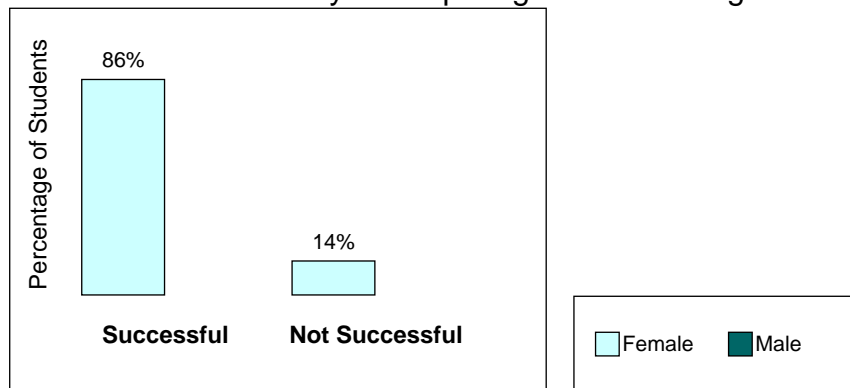
### School Results by Gender\*†

	School Results by Gender First-Time Eligible Students			
	All		Fully Participating	
	Female	Male	Female	Male
	# = 183	# = 0	# = 178	# = 0
Successful	153	84%	0	-
Not Successful	25	14%	0	-
<b>Fully Participating</b>	<b>178</b>	<b>97%</b>	<b>0</b>	<b>-</b>
Absent	0	0%	0	-
Deferred	5	3%	0	-

### School Results for All First-Time Eligible Students by Gender



### School Results for Fully Participating First-Time Eligible Students by Gender



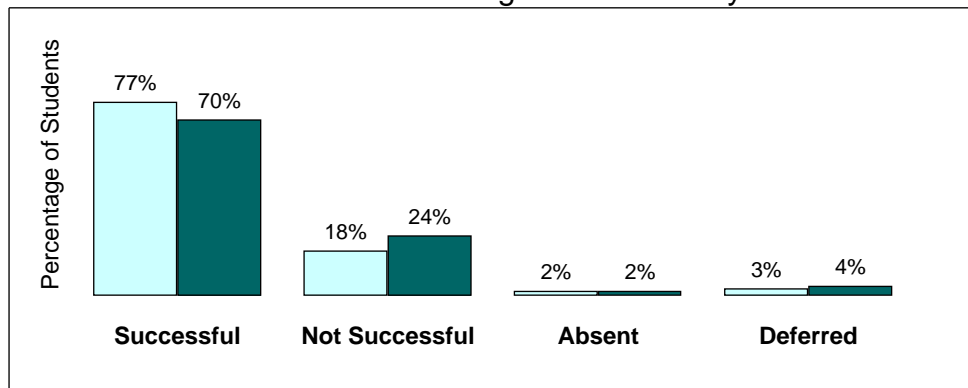
\*Percentages in tables and bar graphs may not add up to 100, due to rounding.  
 †Results by gender include only students for whom gender data were available.

## OSSLT Results for First-Time Eligible Students, October 2004

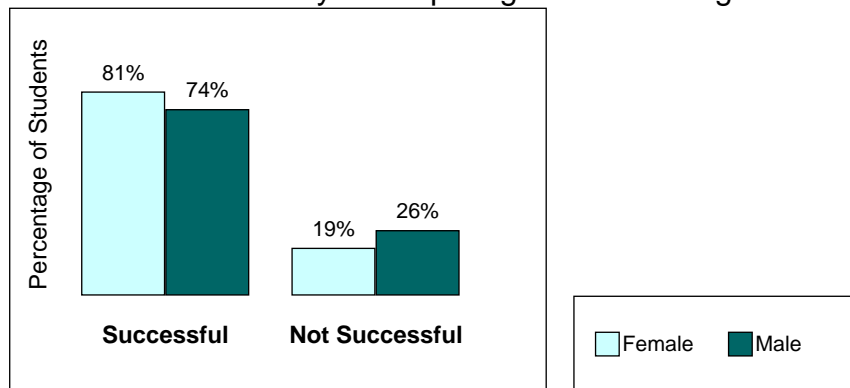
### Board Results by Gender\*†

Board Results by Gender First-Time Eligible Students						
	All				Fully Participating	
	Female		Male		Female	Male
	# = 3 565		# = 3 310		# = 3 394	# = 3 111
Successful	2 758	77%	2 316	70%	81%	74%
Not Successful	636	18%	795	24%	19%	26%
<b>Fully Participating</b>	<b>3 394</b>	<b>95%</b>	<b>3 111</b>	<b>94%</b>		
Absent	66	2%	66	2%		
Deferred	105	3%	133	4%		

### Board Results for All First-Time Eligible Students by Gender



### Board Results for Fully Participating First-Time Eligible Students by Gender



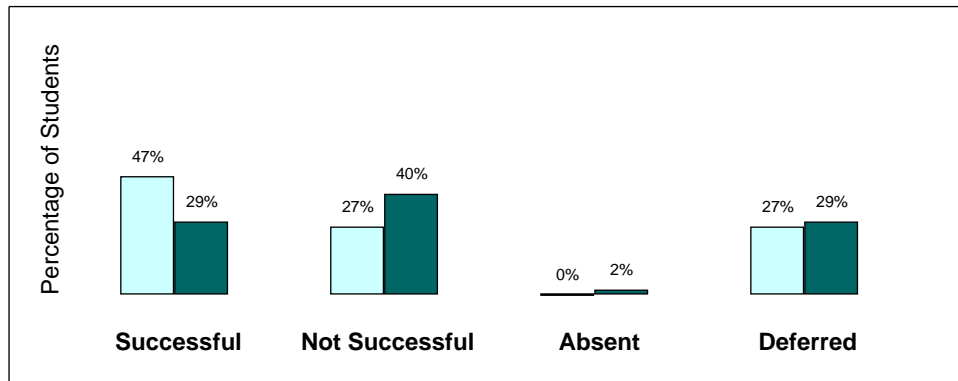
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 †Results by gender include only students for whom gender data were available.

## OSSLT Results for First-Time Eligible Students, October 2004

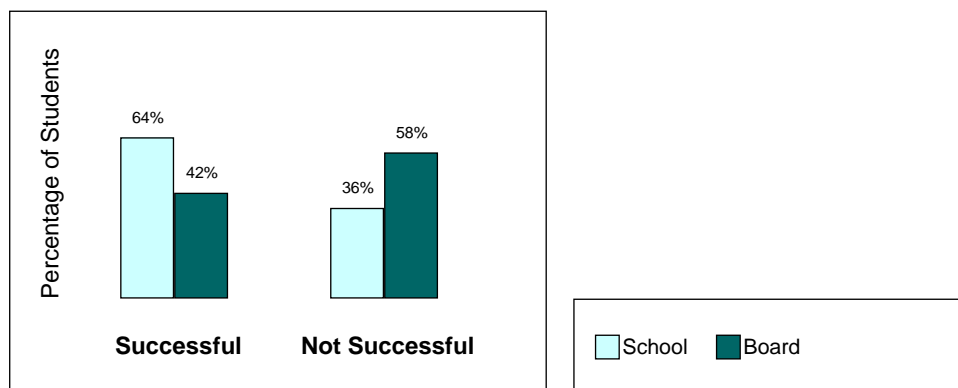
Results for English as a Second Language/English Literacy Development Learners\*†

Results for ESL/ELD Learners First-Time Eligible Students					
	All		Fully Participating		
	School # = 15	Board # = 383	School # = 11	Board # = 263	
Successful	7	47%	29%	64%	42%
Not Successful	4	27%	40%	36%	58%
<b>Fully Participating</b>	<b>11</b>	<b>73%</b>	<b>69%</b>		
Absent	0	0%	2%		
Deferred	4	27%	29%		

### Results for All First-Time Eligible ESL/ELD Learners



### Results for Fully Participating First-Time Eligible ESL/ELD Learners



\*Percentages in tables and bar graphs may not add up to 100, due to rounding.

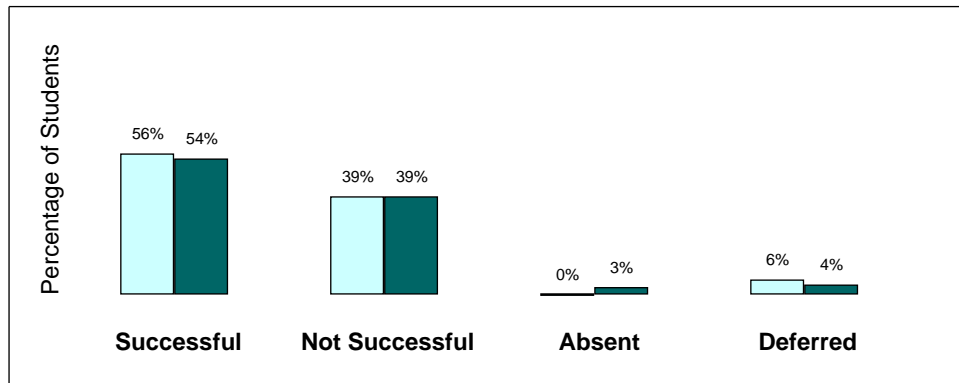
†Based on information provided by schools on the SIF regarding ESL or ELD Status.

## OSSLT Results for First-Time Eligible Students, October 2004

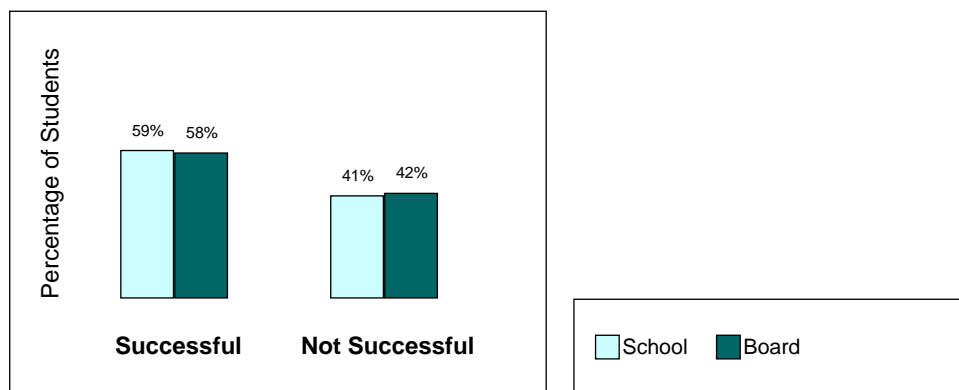
### Results for Students with Special Needs (excluding gifted)\*

Results for Students with Special Needs (excluding gifted) First-Time Eligible Students					
	All		Fully Participating		
	School	Board	School	Board	
	# = 18	# = 1 075	# = 17	# = 1 002	
Successful	10	56%	54%	59%	58%
Not Successful	7	39%	39%	41%	42%
<b>Fully Participating</b>	17	94%	93%		
Absent	0	0%	3%		
Deferred	1	6%	4%		

### Results for All First-Time Eligible Students with Special Needs (excluding gifted)



### Results for Fully Participating First-Time Eligible Students with Special Needs (excluding gifted)



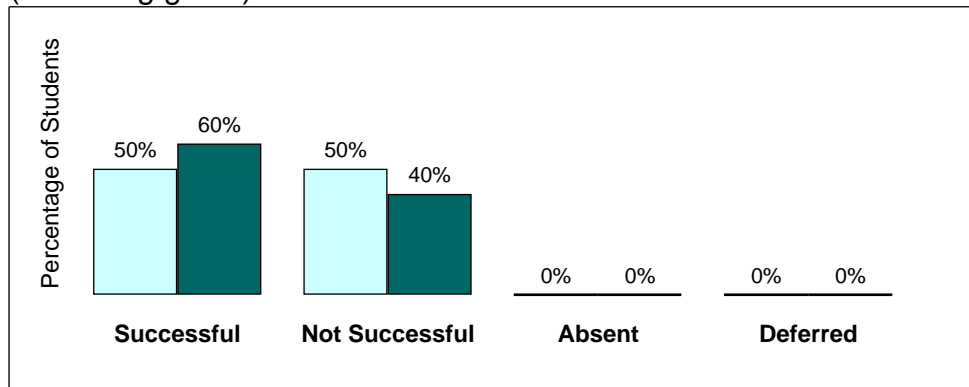
\*Percentages in tables and bar graphs may not add up to 100, due to rounding.

## OSSLT Results for First-Time Eligible Students, October 2004

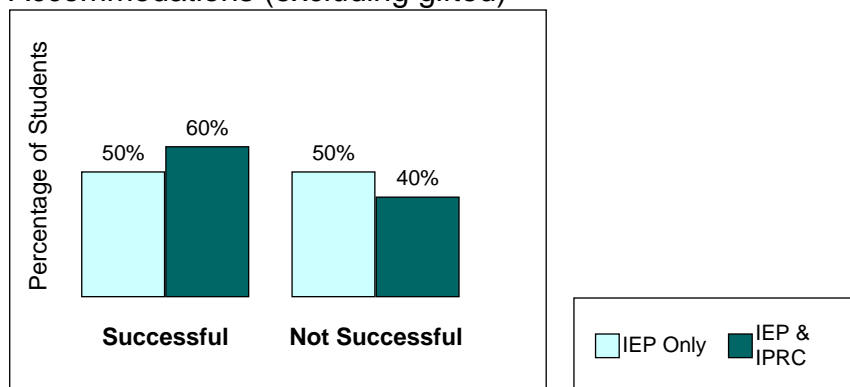
School Results for Students with Special Needs Receiving Accommodations (excluding gifted)\*

	School Results for Students with Special Needs Receiving Accommodations (excluding gifted) First-Time Eligible Students					
	All				Fully Participating	
	IEP Only		IEP & IPRC		IEP Only	IEP & IPRC
	# = 2		# = 15		# = 2	# = 15
Successful	1	50%	9	60%	50%	60%
Not Successful	1	50%	6	40%	50%	40%
<b>Fully Participating</b>	<b>2</b>	<b>100%</b>	<b>15</b>	<b>100%</b>		
Absent	0	0%	0	0%		
Deferred	0	0%	0	0%		

School Results for All First-Time Eligible Students with Special Needs Receiving Accommodations (excluding gifted)



School Results for Fully Participating First-Time Eligible Students with Special Needs Receiving Accommodations (excluding gifted)



\*Percentages in tables and bar graphs may not add up to 100, due to rounding.

## OSSLT Results for First-Time Eligible Students, October 2004

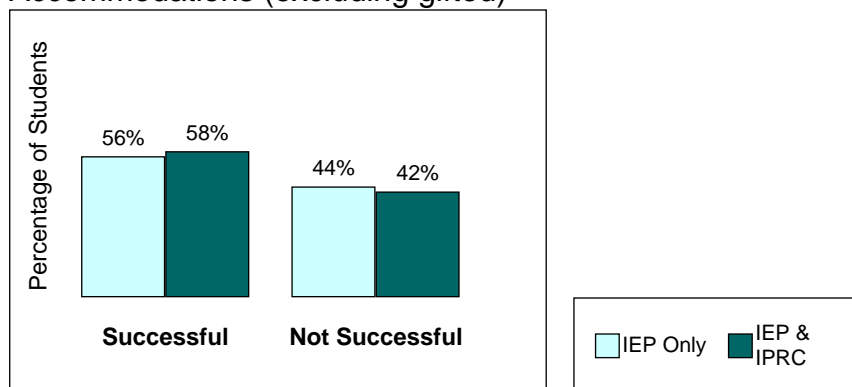
Board Results for Students with Special Needs Receiving Accommodations (excluding gifted)\*

Board Results for Students with Special Needs Receiving Accommodations (excluding gifted) First-Time Eligible Students						
	All				Fully Participating	
	IEP Only		IEP & IPRC		IEP Only	IEP & IPRC
	# = 264		# = 748		# = 255	# = 726
Successful	142	54%	424	57%	56%	58%
Not Successful	113	43%	302	40%	44%	42%
<b>Fully Participating</b>	<b>255</b>	<b>97%</b>	<b>726</b>	<b>97%</b>		
Absent	9	3%	22	3%		
Deferred	0	0%	0	0%		

Board Results for All First-Time Eligible Students with Special Needs Receiving Accommodations (excluding gifted)



Board Results for Fully Participating First-Time Eligible Students with Special Needs Receiving Accommodations (excluding gifted)



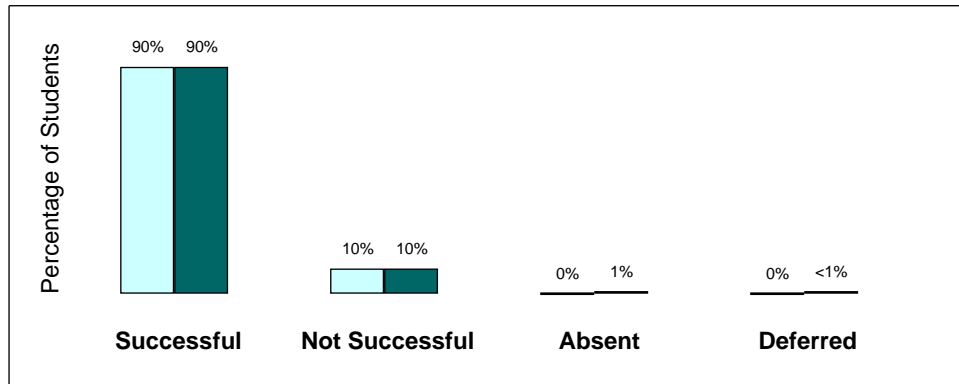
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## OSSLT Results for First-Time Eligible Students, October 2004

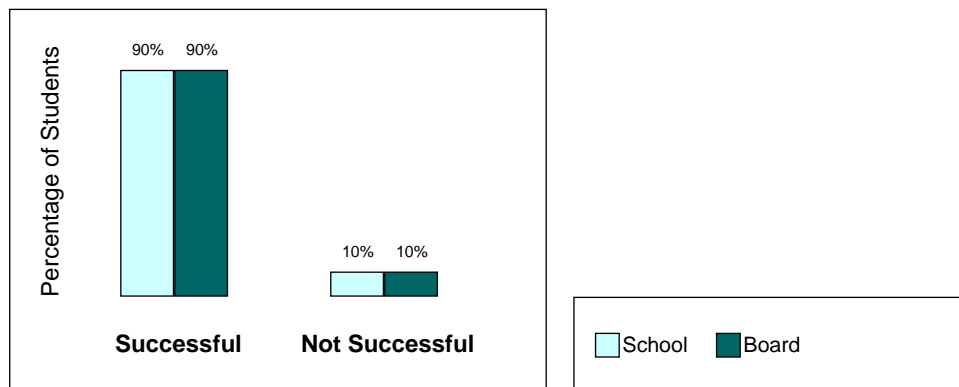
### Results for Students Taking Academic Level English\*†

Results for Students Taking Academic Level English First-Time Eligible Students					
	All			Fully Participating	
	School	Board		School	Board
	# = 145	# = 4 545		# = 145	# = 4 503
Successful	131	90%	90%	90%	90%
Not Successful	14	10%	10%	10%	10%
<b>Fully Participating</b>	<b>145</b>	<b>100%</b>	<b>99%</b>		
Absent	0	0%	1%		
Deferred	0	0%	<1%		

### Results for All First-Time Eligible Students Taking Academic Level English



### Results for Fully Participating First-Time Eligible Students Taking Academic Level English



\*Percentages in tables and bar graphs may not add up to 100, due to rounding.

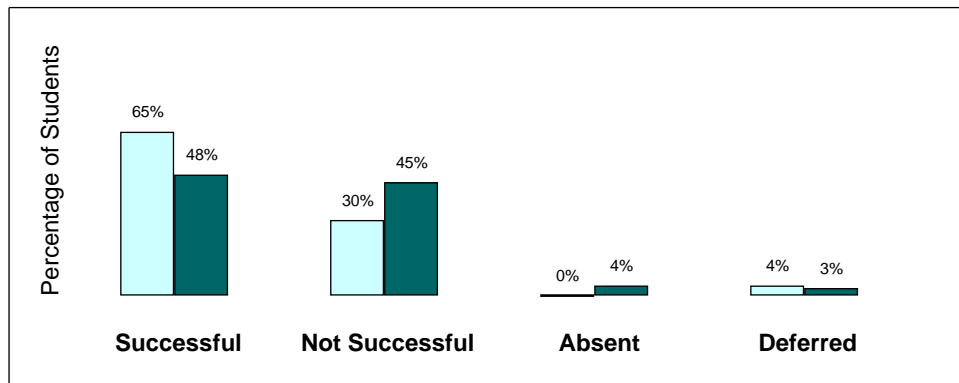
†Based on information provided by schools on the SIF regarding level of study for English.

## OSSLT Results for First-Time Eligible Students, October 2004

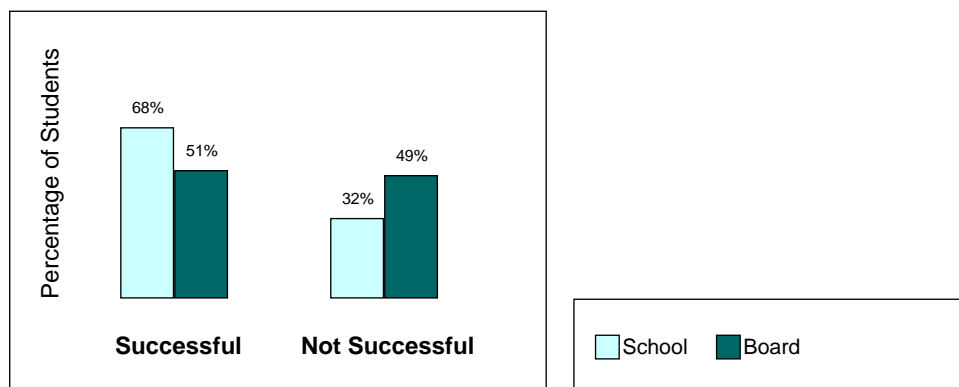
### Results for Students Taking Applied Level English\*†

Results for Students Taking Applied Level English First-Time Eligible Students					
	All			Fully Participating	
	School	Board		School	Board
	# = 23	# = 1 712		# = 22	# = 1 591
Successful	15	65%	48%	68%	51%
Not Successful	7	30%	45%	32%	49%
<b>Fully Participating</b>	22	96%	93%		
Absent	0	0%	4%		
Deferred	1	4%	3%		

### Results for All First-Time Eligible Students Taking Applied Level English



### Results for Fully Participating First-Time Eligible Students Taking Applied Level English



\*Percentages in tables and bar graphs may not add up to 100, due to rounding.

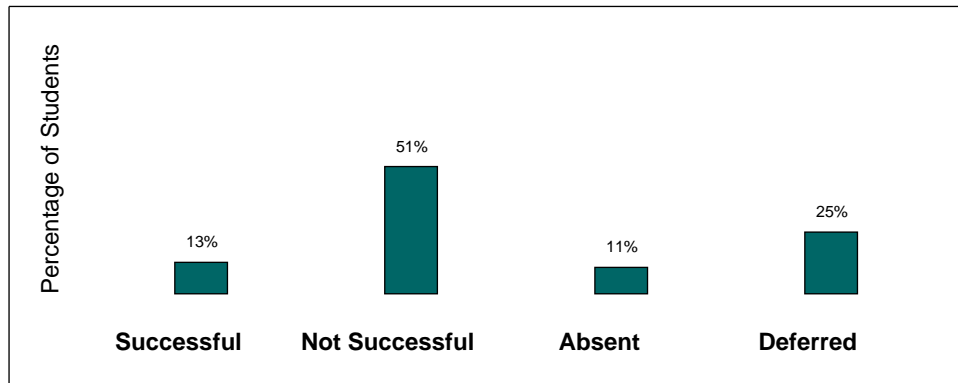
†Based on information provided by schools on the SIF regarding level of study for English.

## OSSLT Results for First-Time Eligible Students, October 2004

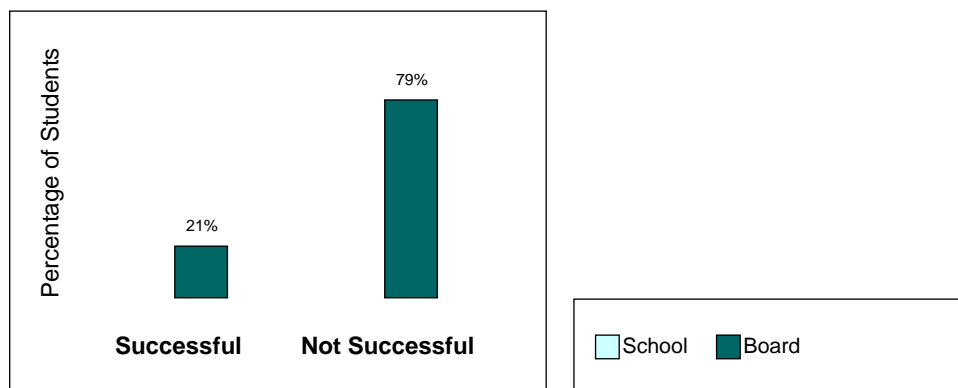
### Results for Students Taking Locally Developed English Course\*†

Results for Students Taking Locally Developed English Course First-Time Eligible Students				
	All		Fully Participating	
	School	Board	School	Board
	# = 0	# = 75	# = 0	# = 48
Successful	0	13%	-	21%
Not Successful	0	51%	-	79%
<b>Fully Participating</b>	0	64%		
Absent	0	11%		
Deferred	0	25%		

### Results for All First-Time Eligible Students Taking Locally Developed English Course



### Results for Fully Participating First-Time Eligible Students Taking Locally Developed English Course



\*Percentages in tables and bar graphs may not add up to 100, due to rounding.

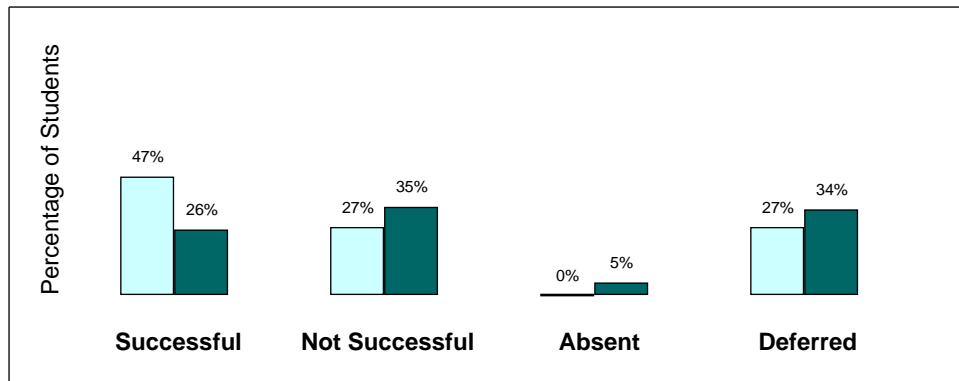
†Based on information provided by schools on the SIF regarding level of study for English.

## OSSLT Results for First-Time Eligible Students, October 2004

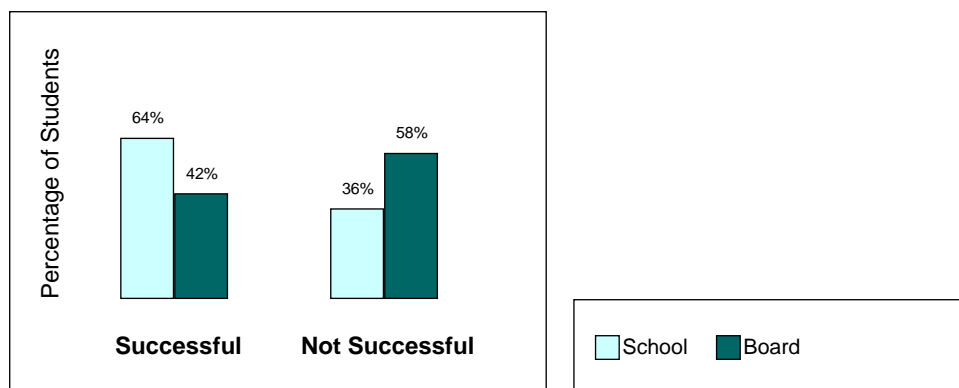
Results for Students Taking English as a Second Language (ESL)/English Literacy Development (ELD) Course\*†

Results for Students Taking ESL/ELD Course First-Time Eligible Students					
	All			Fully Participating	
	School # = 15	Board # = 330		School # = 11	Board # = 202
Successful	7	47%	26%	64%	42%
Not Successful	4	27%	35%	36%	58%
<b>Fully Participating</b>	<b>11</b>	<b>73%</b>	<b>61%</b>		
Absent	0	0%	5%		
Deferred	4	27%	34%		

### Results for All First-Time Eligible Students Taking ESL/ELD Course



### Results for Fully Participating First-Time Eligible Students Taking ESL/ELD Course



\*Percentages in tables and bar graphs may not add up to 100, due to rounding.

†Based on information provided by schools on the SIF regarding level of study for English.

# OSSLT Results for First-Time Eligible Students, October 2004

## Results from the Student Questionnaire for All First-Time Eligible Students

Percentage of first-time eligible students indicating that	School			Board		
	All (#= 176)	Females (#= 176)	Males (#= 0)	All (#= 6 508)	Females (#= 3 388)	Males (#= 3 093)
<b>they have a computer in their home.</b>	98%	98%	-	96%	95%	96%
<b>they use the computer almost every day for homework.</b>	38%	38%	-	29%	30%	29%
<b>they read the following kinds of material outside school most weeks:</b>						
non-fiction books, e.g., biographies	26%	26%	-	25%	26%	23%
comics	34%	34%	-	30%	27%	34%
Web sites, e-mail, chat messages	84%	84%	-	76%	77%	75%
letters	35%	35%	-	26%	33%	19%
magazines	81%	81%	-	72%	82%	61%
manuals, instructions	20%	20%	-	20%	15%	26%
newspapers	46%	46%	-	49%	47%	51%
novels, fiction, short stories	76%	76%	-	54%	65%	41%
song lyrics, poems	68%	68%	-	55%	65%	43%
religious or spiritual writings	24%	24%	-	14%	16%	12%
<b>they read in English outside school for three hours or more a week (not including homework).</b>	35%	35%	-	29%	33%	25%
<b>they have the following English-language materials at home:</b>						
dictionaries, encyclopedias (print or electronic)	95%	95%	-	85%	87%	82%
books	91%	91%	-	85%	89%	81%
newspapers	82%	82%	-	72%	74%	71%
magazines	82%	82%	-	77%	83%	70%
<b>they do the following types of writing outside school most weeks:</b>						
e-mail messages, chat-room conversations	95%	95%	-	89%	89%	89%
letters, journals, diaries	56%	56%	-	34%	52%	13%
notes, directions, instructions	41%	41%	-	32%	35%	29%
song lyrics, poems	36%	36%	-	36%	43%	28%
stories, fiction	20%	20%	-	17%	21%	14%
work-related writing	39%	39%	-	39%	41%	37%
<b>they write in English outside school for three hours or more a week (not including homework).</b>	30%	30%	-	26%	29%	23%

\*Results by gender include only students for whom gender data were available.

# Explanation of Terms

COHORT DEFINITIONS	
First-Time Eligible Students	First-Time Eligible students typically entered Grade 9 during the 2003–2004 school year. These students (and any others who were placed in this cohort) were required to write the Ontario Secondary School Literacy Test (OSSLT) for the first time in October 2004. <i>First-Time Eligible</i> includes all students in the first-time eligible cohort who are working toward an Ontario Secondary School Diploma (OSSD).
Previously Eligible Students	Previously Eligible students typically entered Grade 9 during the 2000–2001, 2001–2002 or 2002–2003 school years and were first eligible to write the OSSLT in February 2002, October 2002 or October 2003. <i>Previously Eligible</i> includes all students who were not successful during a previous administration, or who were absent or deferred, and who were eligible to write the OSSLT in October 2004 (i.e., those working toward an OSSD).
METHODS OF REPORTING	
All Eligible Students	This method of reporting provides percentages based on <b>all</b> students in the cohort who are working toward an OSSD. The only students excluded are those who are not working toward an OSSD (exempt students).
Fully Participating Students	This method of reporting provides percentages based on students for whom there is work for both days of the administration of the OSSLT, and who were assigned an achievement result (Successful, Not Successful). Students who are not working toward an OSSD, those who were absent one or both days and those who were deferred are excluded.
CATEGORIES OF REPORTING	
Successful	These students fully participated in the OSSLT, and their results met or exceeded the requirements.
Not Successful	These students fully participated in the OSSLT, but their results did not meet the requirements.
Absent	Students are considered absent from the test if there was no work completed in the two booklets administered on <b>one or both</b> days of the administration.
Deferred	Students' participation in the OSSLT can be deferred under several circumstances, as outlined in EQAO's <i>Guide for Accommodations, Special Provisions, Deferrals and Exemptions</i> . A student is categorized as deferred only if the Student Information Form (SIF) submitted by the school indicates a deferral. If a student completed any portion of the OSSLT, he or she is not categorized as deferred.
OSSLC	Students are placed in this category of reporting if the school indicated on the SIF that they would be fulfilling the literacy requirement through the Ontario Secondary School Literacy Course (OSSLC) . For details about the OSSLC see the Ministry of Education Web site ( <a href="http://www.edu.gov.on.ca">www.edu.gov.on.ca</a> ). If a student completed any portion of the OSSLT, he or she is not categorized as OSSLC.
Exempted	Students can be exempted from the OSSLT only if they are not working toward an OSSD. A student is categorized as exempted only if his or her SIF submitted by the school indicates that the student is exempted. If a student completed any portion of the OSSLT, he or she is not categorized as exempted.
GROUPS	
ESL/ELD Learners	Students in the English as a second language (ESL)/English literacy development (ELD) group are those identified by the school as ESL/ELD learners on the SIF.
Students with Special Needs (excluding gifted)	Students with special needs are those with an Individual Education Plan (IEP), who may or may not have been identified as "exceptional pupils" by an Identification, Placement and Review Committee (IPRC) (Ministry of Education Policy/Program Memorandum No. 127). Students whose sole exceptionality is identified as giftedness are not included in this group.
Students with Special Needs Receiving Accommodations (excluding gifted)	Students receiving test accommodations are students with an IEP who may or may not have been identified as "exceptional pupils" by an IPRC. Students whose sole exceptionality is identified as giftedness are not included in this group. Detailed information about accommodations is available in the Ministry of Education Policy/Program Memorandum No. 127 and in the <i>EQAO's Guide for Accommodations, Special Provisions, Deferrals and Exemptions</i> .
PROTECTION OF PERSONAL INFORMATION	
N/R	In this report all achievement data have been released to schools and boards with no suppression rules applied. For this reason the report is designated for internal school and board use only. Where the number of respondents to the Student Questionnaire is so small that identification of individuals might be possible, results are suppressed and denoted as N/R (not reported).
N/D	"No data available" is used to indicate that there were no students in a given year.